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ABSTRACT

An English curriculum for grades 9-12 is outlined in this booklet. General objectives in oral and written communication skills as well as in reading and literature are described for the 9th grade program. A concentrated program of study in language and logic for written and oral communication is outlined for 10th grade students. The multiphased electives for high school juniors and seniors provide relevant alternatives according to student interests, needs, and future expectations. Students must take one elective from those listed in group 1, writing and language, and one elective from group 2, reading and literature. General objectives and specific course descriptions are provided for both groups as wll as for group 3, miscellaneous elective courses--acting, college board review, ecology, and independent study. (JM)

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ENGLISH CURRICULUM

GRADES 9-12

1975 - 1976

WILMINGTON HIGH SCHOOL

WILMINGTON, MASSACHUSETTS

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OVERVIEW

GRADE NINE: COMMUNICATION SKILLS I

Full year — 5 Credits

GRADE TEN: COMMUNICATION SKILLS II

Full year — 5 Credits
Prerequisite: Communication Skills I

GRADES ELEVEN AND TWELVE: ELECTIVES

One semester each — 2.5 Credits Each
Prerequisites: Communication Skills I
Communication Skills II

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COMMUNICATION SKILLS I

REQUIRED FOR GRADE NINE STUDENTS 5 CREDITS

For a full year you will further develop your ability to speak freely, to write clearly, and to read efficiently. You will speak in small groups and in front of the class, engage in frequent writing activities, and read assigned books and those of your own choosing.

General Objectives:

Oral Communication

1. To develop a respect for oneself and others.
2. To develop confidence in the use of oral language.
3. To gain experience in various forms of prepared and impromptu speaking.
4. To experience improvisation and role-playing.
5. To develop skill in the oral interpretation of literature.
6. To identify purpose and audience.
7. To develop articulation, pronunciation, fluency, volume, and expression.
8. To understand and use body language.
9. To develop the power of observation.
10. To acquire listening skills.
11. To develop oral vocabulary.

Written Communication

1. To develop confidence in the use of written language.
2. To recognize the importance of personal ideas and experiences as subject matter for writing.
3. To utilize the students' and teacher's writing as subject matter for the class.
4. To develop sensitivity to written language.
5. To increase sensory awareness so that specific, concrete details will be used in writing.
6. To develop basic writing skills in narrating, describing, and explaining.
7. To utilize the "prewriting" process.
8. To emphasize "rewriting."
9. To eliminate usage and mechanical problems within the context of the student's work.
10. To develop content in a logical or chronological order, using a variety of organizational patterns.
11. To develop vocabulary which will facilitate the writing process.
12. To identify purpose and audience in written communication.

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COMMUNICATION SKILLS I:

General Objectives:

Reading/Literature

1. To develop and promote sensitivity to literature.
2. To elicit an active response to each work and to read and develop an understanding of those responses.
3. To share responses with classmates through oral, written, and visual expression.
4. To develop an understanding of personal experiences and feelings through reading and responding.
5. To comprehend the facts of what is read.
6. To draw inferences from what is read and experienced.
7. To interpret and evaluate all forms of literature.

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COMMUNICATION SKILLS II

REQUIRED FOR GRADE TEN STUDENTS 5 CREDITS

PREREQUISITE: Communication Skills I

During your sophomore year, you will experience a concentrated study of language and logic and their application in written and spoken communication. The emphasis will be on logical thinking, semantics, argumentative and expository writing, and vocabulary development.

Ability Levels:

Level 1: For students who need to improve their basic skills and can do best by learning at a slower pace.

Level 2: For students who have an average command of the basic skills and can advance beyond these skills at a moderate rate.

Level 3: For students who are rapid learners and have a good command of the basic skills.

General Objectives:

Language

I. To gain experience and knowledge in the following language concepts.
II. To demonstrate understanding of these concepts in oral and/or written communication.

1. Language is a symbolic process:
   a. There are many nonverbal or non-linguistic "languages."
   b. Verbal symbols (words) stand for things and ideas.
   c. Language is a system of agreements about meanings.
   d. One word may stand for many things or meanings.
   e. Meanings grow through metaphorical extension.
2. Words acquire meanings from varied sources:
   a. Meanings develop through experience; individuals may have different meanings for the same words.
   b. The meanings of words are determined by their context; contexts may include gestures, tones of voice, silence.
   c. Structure and word order determine meanings.
   d. Words have a connotative and denotative meanings.
3. Language shapes thinking:
   a. Words affect the way we feel about things.
   b. Words are used at different levels of abstraction.
   c. Generalizations lead to uncritical thinking.
   d. Words are used to group and classify; classifications shape thinking.

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COMMUNICATION SKILLS II: Language (continued)

General Objectives:

4. Language is used for different purposes:
   a. Factual language attempts to record, explain, or convey information.
   b. Judgements indicate the way the speaker evaluates things, people, and situations.
   c. Inferences state conclusions inferred from situations or words.
   d. Emotive language attempts to affect the feelings of the listener or reader.
   e. Directive language is used to influence others to act.
   f. Language is used both literally and figuratively.
5. Language is often used illogically or fallaciously: Basic fallacies include:
   a. unqualified generalizations
   b. post hoc - cause and effect
   c. appeal to emotions
   d. false analogy
   e. ad hominem - attacking the man
   f. begging the question - circular thinking
   g. either-or fallacy

Writing Objectives

1. To utilize "prewriting" activities such as brainstorming, small-group discussion, and whole-class discussion.
2. To increase sensory awareness so that specific, concrete details will be used.
3. To emphasize the "rewriting" process through peer editing and response.
4. To develop basic skills in all forms of expository writing, with special attention to the following:
   a. unity: topic sentence (expressed or implied)
   b. coherence (transitional devices)
5. To develop content in a logical order, using the pattern appropriate for the content: importance, emphasis, spatial.
6. To identify purpose and audience.
7. To develop effective and varied sentence patterns through subordination, coordination, and parallel structure.
8. To write effective paragraphs as a result of understanding the basic concepts of main idea and supporting detail.
9. To eliminate usage and mechanical problems within the context of the student's work. Special attention must be given to the following:
   a. Punctuation: semi-colon
      colon
      quotation marks
      apostrophe
   b. Usage: sentence fragments
      run-on sentences
      subject-verb agreement
      tense sequence

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COMMUNICATION SKILLS II

Writing Objectives

10. To utilize the "Fatal Errors" as a continual reference for students.

Spelling Objectives

1. To spell correctly words frequently used in writing.
2. To make students conscious of the necessity of proper spelling by demonstrating importance in written communication.
3. To correct spelling errors through self-editing and peer-editing.
4. To master the spelling of the words on the list "500 Words Most Frequently Misspelled" and "The One Hundred Pests"

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MULTI-PHASED ELECTIVES

FOR

JUNIORS AND SENIORS

GENERAL INTRODUCTION:

The elective program for juniors and seniors is intended to provide relevant alternatives which will stimulate your educational achievement. Juniors and Seniors will be choosing from the same courses. Ability grouping has been eliminated in favor of phasing. You have the opportunity, within the limits of some broad requirements, to make choices according to your interests, present needs, and future expectations. Due to the limited facilities and staff, you will be allowed to take only one course each semester. All courses are for one full semester and are worth 2.5 credits. None of the electives is a prerequisite for another elective.

Basic Requirements

Within your last two years of high school you must take any one elective from Group I (Writing and Language) and any one elective from Group II (Reading/Literature).

Your other two electives can be taken from any of the three elective groups.

WHAT IS PHASING?

Phasing is the classifying of courses according to the degree of difficulty and complexity of skills and materials. It is nothing more than a way of putting handles on courses in order to indicate their relative degree of sophistication. Most courses are multi-phased; that is, they offer equal opportunities for stimulation and learning to students at different ability levels. The numbers in parentheses next to the titles of courses indicate the phasing for each course.

To assist you in the selection of courses, the following definitions are used:

Phase 1: courses are designed for students who find reading, writing, speaking, and thinking quite difficult and have serious problems in basic skills.

Phase 2: courses are created for students who do not have serious difficulty with basic skills but need to improve and refine them and can do so best by learning at a somewhat slower pace.

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What Is Phasing: (continued)

Phase 3: courses are particularly for those who have an average command of the basic skills and would like to advance beyond these skills at a moderate rate.

Phase 4: courses are for students who learn fairly rapidly and have a good command of the basic skills.

Phase 5: courses offer a challenge to students who have excellent control of basic skills and can learn at an accelerated pace.

ALPHABETICAL LISTING OF ELECTIVES

GROUP I: WRITING AND LANGUAGE

These electives emphasize learning how to write, how to improve your understanding of your language, and how to develop your vocabulary.

NOTE: One course is required. You make the choice.

ENGLISH REVIEW (1-3)
GRAMMAR AND USAGE (3-5)
JOURNALISM (1-5)
LANGUAGE AND HUMAN BEHAVIOR (2-4)
WRITING WORKSHOP I (1-3)
WRITING WORKSHOP II (3-5)

GROUP II: READING/LITERATURE

These electives emphasize how to read and how to respond to the reading through writing and speaking.

NOTE: One course is required. You make the choice.

THE ADOLESCENT IN LITERATURE (1-3)
AMERICAN LITERATURE (4-5)
BASIC READING SKILLS (1-3)
BEST SELLER (1-3)
BIBLE AS LITERATURE (2-4)
BRITISH LITERATURE (4-5)
CHILDREN'S LITERATURE (1-3)
COMPETITIVE MAN (1-3)
DRAMA (2-4)
FICTION (2-4)
LITERATURE OF THE OCCULT (2-4)
MYTHS AND LEGENDS (2-4)
POETRY (2-4)
THE REALITY OF DEATH (3-5)
SATIRE AND COMEDY (3-5)
SCIENCE FICTION (1-3)

GROUP III: MISCELLANEOUS

These electives meet a variety of educational needs that cannot be classified in the above two groups. Nevertheless, reading and writing are essential to each elective.

ACTING (1-5)
COLLEGE BOARD REVIEW (3-5)
ECOLOGY: LANGUAGE IN ACTION (1-5)
INDEPENDENT STUDY (1-5)
INDIVIDUALIZED READING (1-5)
MASS COMMUNICATION (1-5)
MEDIA WORKSHOP (1-5)
ORAL COMMUNICATION (1-5)

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SUGGESTED ELECTIVES IN RELATION TO FUTURE GOALS

The following categories are no more than suggestions. You should consider our recommendations, but in no way are you restricted by them.

If you intend to conclude your formal education with graduation from high school, you should consider the following electives:

Language and Human Behavior
Writing Workshop I
English Review
Journalism
Best Seller
Children's Literature
Competitive Man
Basic Reading Skills
Acting
Ecology: Language In Action
Individualized Reading
Mass Communication

If you intend to continue in some form of business or vocational training, you should consider the following electives:

Language and Human Behavior
Writing Workshop I
Grammar and Usage
Journalism
Adolescent in Literature
Reality of Death
Competitive Man
Children's Literature
Basic Reading Skills
Acting
Ecology: Language In Action
Individualized Reading
Mass Communication
Media Workshop
Oral Communication
Science Fiction

If you intend to continue your formal education in college, you should consider the following electives:

College Board Review
Grammar and Usage
Writing Workshop II
Satire and Comedy
British Literature
American Literature
Bible as Literature
Poetry
Drama
Fiction
Myths and Legends

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GROUP I: WRITING AND LANGUAGE ELECTIVES

ENGLISH REVIEW (1-3) — 2½ CREDITS

Need more help with basic skills? Are you unsure of your ability to read, write, and speak? Can you argue a point with your friends and win? Are you sucked in by an ad, and do you wind up signing a contract you don't understand? Do politicians lie? Does TV shape your opinions? Are written directions often misleading? Is that your problem, brother? Hang a right and sign up.

General Objectives:

1. To develop logical thinking through the study and analysis of persuasion and propaganda techniques in politics and advertising.
2. To develop sophistication regarding the quality of the news reporting through the study of the newspaper, the news magazine, and the TV news program.
3. To improve oral skills through panel presentations, public speaking, and other forms of oral communication.
4. To improve writing skills through investigative projects, TV and movie reports, and other forms of factual writing.
5. To develop an effective written and oral vocabulary
6. To study the process of following directions.
7. To improve the writing of personal and business letters and resumes.
8. To practice argument, persuasion, and propaganda techniques in speaking and writing.
9. To develop the potential for pleasure reading through whole-class and individual reading assignments.

GRAMMAR AND USAGE (3-5) — 2½ CREDITS

Just what you've been waiting for -- a no-nonsense, knock-down-drag-out experience in real grammar. Improve your reading, writing, and communication through a thorough understanding of the structure of the English language. You'll learn to be clear, concise, and effective. Great for students going into business or on to college.

General Objectives:

1. To prepare for the College Board Achievement Exam.
2. To recognize correct usage and its importance.
3. To be aware of the important relationship between the organization of words and their meanings.
4. To improve oral communication and encourage the use of standard informal English.

GRAMMAR AND USAGE: (continued)

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5. To improve creative writing, essay writing, and the business letter by clarification of such concepts as subordination, sentence conciseness and variety, parallelism, clear reference, effective diction, and logic.
6. To perfect the mechanics of writing.

JOURNALISM (1-5) 2½ CREDITS

Writing for the press, radio, and television can be the easiest writing in the world -- and the most difficult. Easy? Putting facts together in a pattern and applying basic rules of newswriting are simple tasks. Difficult? Try maintaining objectivity, writing persuasive editorials, or meeting deadlines. Learn how newspapers, television studios and radio stations process the news. Try out your skills on an independent project such as sports writing or a weekly column. Ultimately you will develop skills in editing, writing, and analyzing news presentations.

General Objectives:

1. To study the journalistic process in the newspaper, television, and radio.
2. To understand the steps in the production of a newspaper, television, and radio news program.
3. To learn the components of a newspaper.
4. To learn the elements of newspaper style.
5. To write in order to inform, to entertain, and to persuade.
6. To write for a specific audience.
7. To organize material and choose the form which suits the content.
8. To rewrite and to edit according to journalistic guidelines.
9. To gather information from several sources, especially through the interview.
10. To develop confidence in interviewing.
11. To meet deadlines.
12. To distinguish between fact and opinion.

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LANGUAGE AND HUMAN BEHAVIOR (2-4) 2½ CREDITS

Be a winner. Discover your hidden talents. Control others' attentions. Let them see you know the score. Learn to read gestures and "body language." Learn to recognize the true meanings of others' words. See how language can affect and change behavior. It may spice up your life.

General Objectives:

1. To understand that conscious use of language is a valuable tool in human relations.
2. To show how language sloppiness leads to confusion and inaccuracy.
3. To understand the function of signs and symbols.
4. To understand the emotional/intellectual message of pictures.
5. To study how language may reveal, conceal, or repress emotions.
6. To evaluate and reproduce the persuasive use of language, such as propaganda and sales pitch.
7. To study various dialects and their effect.
8. To study the different levels of language usage.
9. To enrich vocabulary.
10. To study body language: conscious gestures and unconscious movements.

WRITING WORKSHOP I (1-3) 2½CREDITS

Increase your awareness of the world around you. Discuss and view controversial ideas in class. Experiment with ways to express what you feel and think. Discover material from your own observations and experiences. Develop your ability to narrate, describe, and explain. The workshop atmosphere emphasizes small group and independent writing, discussion and reactions to each other's writing, and revising and editing one's own work.

General Objectives:

1. To develop sensitivity to written language.
2. To increase sensory awareness so that specific, concrete details will be used in writing.
3. To develop the use of reason, imagination, and personal experience as bases for writing.
4. To develop an awareness of one's own prejudices and an understanding of opposing points of view.
5. To develop basic writing skills in narrating, describing, and explaining.
6. To utilize the "prewriting" process.
7. To emphasize "rewriting."
8. To eliminate usage and mechanical problems within the context of a student's work.

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WRITING WORKSHOP I: (continued)

9. To develop a content in a logical or chronological order, using a variety of organizational patterns.
10. To develop vocabulary which will facilitate the writing process.
11. To identify purpose and audience in written communication.

WRITING WORKSHOP II (3-5) 2½ CREDITS

Did you ever have a feeling you just couldn't express? Did you ever understand something and then have difficulty explaining it? You will learn the creative and analytical writing skills necessary for writing the short story, poetry, drama, the critical essay, and the research paper. Individually and in small groups you will evaluate each other's writing during and after the writing process. You will be encouraged to teach yourself and others how to write and rewrite. You may even become a famous writer.

General Objectives:

1. To write more logically, artistically, and imaginatively.
2. To gain a desired effect on a specific audience.
3. To master skills and techniques which are useful in effective written expression.
4. To be more conscious of thought processes.
5. To develop a greater sensitivity to surroundings.
6. To promote inferential reasoning skills.
7. To provide practice in structuring thoughts in a logical development.
8. To learn to teach each other in the writing process.
9. To establish student criteria to evaluate objectively the written work created by the class.

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GROUP II: READING/LITERATURE ELECTIVES

THE ADOLESCENT IN LITERATURE (1-3) 2½ CREDITS

Examine the role of adolescents in literature and their struggle against themselves and their society. Read of the problems and challenges involved in the family, school, drugs, morals, and politics. Study the actions taken by adolescents in dealing with problems facing them, and analyze why characters have failed or succeeded.

General Objectives:

1. To study themes relevant to high school students.
2. To become aware of moral and social problems and to deal objectively with them.
3. To understand the development, motives, and values of characters from many different levels of society.
4. To develop effective communication of attitudes and ideas in oral, written, and visual form.
5. To develop skill in the reading of novels, poems, plays, short stories, and non-fiction types.
6. To encourage reading for enjoyment and understanding.

AMERICAN LITERATURE (4-5) 2½ CREDITS

If someone says his parents are "puritanical," what does he mean? Were the "hippies" the first to try communal living? What do the "expatriots" of today have in common with the "expatriot authors" of the twenties and thirties? Is Black literature an essential part of our culture? You have been exposed to a variety of social, political, religious, and literary trends which have formed your present opinions and values. You owe it to yourself to read, study, analyze, and evaluate these trends to further understand your own life today.

General Objectives:

1. To present American literature as a reflection of American life and ideals.
2. To develop an awareness of the personal, social, and historical impact of an author and his work on American life.
3. To analyze personal values and to achieve a sense of self-awareness.
4. To develop a more critical approach to the interpretation of literature.
5. To express thoughts effectively in spoken, written, and visual communication.
6. To encourage independence in the selection of American literature.

AMERICAN LITERATURE: (continued)

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7. To develop literary skills which will enable the student to use critical sources and periodicals extensively.
8. To develop skill in creative and analytical writing.
9. To recognize Black literature as an essential part of American culture.

BASIC READING SKILLS (1-3) 2½ CREDITS

If you cannot pronounce or understand many of the words you see and find it difficult to read and remember the assignments in your textbooks, you need to read better -- and you can. Find out what specific problems keep you from being a better reader. Then, through conferences with your teacher, set up an individualized program tailored to your needs. Learn effective word attack skills. Figure out the meanings of words without having to look them up in a dictionary. Could the SQ3R technique help you to study more efficiently? Sorting major from minor ideas, reading "between the lines," and other skills will help you to read better and learn more.

General Objectives:

1. To determine individual reading needs through diagnostic testing.
2. To increase efficient use of word attack skills.
3. To expand and improve vocabulary through analysis and context.
4. To improve comprehension skills.
5. To develop inferential thinking.
6. To develop and improve study skills.

BEST SELLER (1-3) 2½ CREDITS

Did you ever want an excuse for reading a best seller in school? Do you prefer to report on your reading in a variety of ways? Learn to distinguish between superficial and serious writing while reading fiction and non-fiction of the recent past and present.

General Objectives:

1. To learn to distinguish between superficial and serious writing.
2. To report on reading in a variety of ways.
3. To read more extensively and more critically.
4. To establish criteria for evaluating popular fiction and non-fiction of the present and recent past.
5. To develop or improve the ability to talk and write clearly about character, experiences, values, judgments, and the structure of books read.
6. To develop the habit of reading as a major source of personal enrichment and enjoyment.

BEST SELLER (1-3) (continued)

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7. To examine the society which encouraged the book's popularity.

BIBLE AS LITERATURE (2-4) 2½ CREDITS

Expression, Experience, Liberation, Redemption
Salvation, Freedom, Equality
Search, Justice
Joy, Peace

Much of the past and present literature and expression has been greatly influenced by the Bible. Discover the experiences, the content, the names, and the language of the Bible as it affects the oral, written, and visual world around us.

General Objectives:

1. To examine the Bible as it reflects the history and needs of the people of those eras.
2. To study the literature of the Bible and the forms that it takes in epic, lyric, rhetorical, wisdom, and prophetic styles.
3. To examine the Bible as it provides plots, themes, character types and styles for other writers.
4. To examine the Bible as a source for writers', poets', and painters' visions of a better world.
5. To discuss biblical heroes, such as Joshua, Noah, and Job, and their re-creation in other literature.
6. To become aware of biblical patterns of imagery.
7. To become aware of biblical allusions in modern society.

BRITISH LITERATURE (4-5) 2½ CREDITS

Chaucer, Shakespeare, Marlowe, Jonson, Milton, Pope, Keats, Synge, Yeats, Thomas, Joyce, O'Casey, Hardy, Conrad, Lovelace, Tennyson, Defoe, Browning, Orwell, Welles, Donne, Gray, Coleridge, Lamb, Blake, Carrol, Shaw, Betjman, Barker, Woolf.

Who?

General Objectives:

1. To read the works of major authors of the British Isles.
2. To explore important literary trends in British literature.
3. To study the historical, social, religious, and cultural influences on the literature of England, Ireland, Scotland, and Wales.
4. To analyze and evaluate the literature of another country.
5. To understand why some literature is considered "good."
6. To become aware of various techniques and genres.

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BRITISH LITERATURE (4-5) (continued)

7. To encourage independent reading and criticism.
8. To diminish provincialism.
9. To write various kinds of compositions, especially critical analyses.

CHILDREN'S LITERATURE (2-4) 2½ CREDITS

If you expect to be a parent or to work with children, spend more time exploring a child's world. You will be rereading some of the books you loved as a child, and examining new ones. You will have the chance to try out some of your ideas for stories and skits with children in the elementary schools. You will eventually develop some guidelines for selecting stories and television shows for children, skill in oral reading, and skill in writing and performing for children.

General Objectives:

1. To analyze what techniques make children's stories effective.
2. To explore reality and fantasy.
3. To determine what a child learns through literature and what values are transmitted.
4. To apply the above to children's television.
5. To evaluate the role of nursery rhymes and comics.
6. To develop skill in oral reading, paraphrasing, and performing.
7. To develop an understanding of relevant vocabulary.
8. To research information on authors, illustrators, and themes.
9. To write and illustrate for children.

COMPETITIVE MAN (1-3) 2½ CREDITS

Man is a competitive creature. In the course of daily living, he competes for money, for jobs, for social prestige, for personal recognition, and for self-satisfaction. This larger "game of life" is mirrored in the world of sports and cars. Both have become a part of the American way of life. Discover the nature of competition and its meaning from your own experiences and from the reading of literature.

General Objectives:

1. To study a theme relevant to American culture.
2. To understand character motivation.
3. To understand the competitive nature of man.
4. To develop skill in reading novels, poems, plays, short stories, and non-fiction types.
5. To develop speaking and writing skills.
6. To encourage reading for enjoyment and understanding.

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DRAMA (2-4) 2½ CREDITS

Whether you are interested in acting, or just enjoy going to the theatre, an understanding of the drama as a unique literary medium is essential. It is the only form of the written word which is not meant for a one-to-one communique between author and reader. How does the script get from the page to the stage? What makes a play good or bad? Rather than leave a theatre saying simply that the play was "great" or "lousy," wouldn't you like to know enough to say that it was poorly directed, that a major character was miscast, or that the script itself was outdated?

General Objectives:

1. To differentiate between drama and theatre.
2. To discover value in the reading of drama and the viewing of plays.
3. To analyze the structure of a play.
4. To understand and to relate the elements of the drama (plot, character, theme, dialogue, action, and situation) to specific plays studied.
5. To understand the different types and styles of drama (comedy, farce, melodrama, chorus, theatre of the absurd, comedy of manners, etc.)
6. To explore through independent research and class discussion native and foreign drama and playwrights.
7. To compare the drama to ther types of literature and to examine its limitations and its advantages.
8. To trace the development of the drama.
9. To interpret drama through acting and directing selected scenes.
10. To write critical reviews of plays viewed and read.
11. To examine television drama and its implications for the future.

FICTION (2-4) 2½ CREDITS

Curious about yourself and other people? Would you like to escape from the ordinary hum-drum existence of everyday life? Then pick up a novel or short story and discover something about the way people live. You might also learn something about yourself. Talk, laugh, cry, and write about what you have read.

General Objectives:

1. To develop self-confidence and independence in reading and understanding fiction.
2. To discover some value in reading fiction.
3. To distinguish between serious and superficial literature.
4. To utilize fiction as a means of understanding oneself and the human condition.

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FICTION (2-4) (continued)

5. To read various kinds of novels and short stories from many different countries and from many different time periods.
6. To use fiction as a source for written, oral, and visual communication.
7. To improve writing skills.
8. To develop oral skills through oral interpretation, as well as whole class and small group discussions.
9. To learn to evaluate point of view by perceiving how a reader's impression of reality in the fictional world is dependent on the narrator.
10. To comprehend the function of setting, plot, character, and theme.
11. To comprehend the function of imagery, symbolism, irony, and tone.
12. To comprehend structure and style in fiction.

LITERATURE OF THE OCCULT (2-4) 2½ CREDITS

How did the beliefs in werewolfs, vampires, and other occult phenomena become connected with the full moon? Why do asylums still double their guard on such nights? Why do the floors of famous hotels skip from 12 to 14? The occult has fascinated man since time's beginning, and still influences modern society. Explore, through literature and research, lycanthropy, witchcraft, crystalomancy, astrology, and parapsychology.

General Objectives:

1. To increase vocabulary through the study of roots, prefixes, and suffixes, the origin of words, and phrases common to the occult vernacular.
2. To discover how literature is one outlet man has for his imagination and his fears.
3. To distinguish in reading between the real, the plausible, the possible, and the fantastic.
4. To discover, through reading and writing, what moods and styles are native to occult themes, and how these are accomplished.
5. To discuss and analyze plot, setting, and character, and their relative importance in occult literature.
6. To discover man's attitudes and reactions to the unknown.
7. To examine a major literary theme.
8. To compare the developments of the occult in different cultures, and their subsequent effects on these cultures.
9. To develop an individual research project on some phase of the occult.
10. To examine, through biography and autobiography, the validity of parapsychology.

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MYTHS AND LEGENDS (2-4) 2½ CREDITS

Why does a tire company call itself "Atlas"? Why was one of the largest ships ever built called the Titanic? Where did the day Thursday gets its name? Why is a cleaning agent called "Ajax"? Did Johnny Appleseed, Paul Bunyon, or William Tell ever exist? You will come to understand the many references to a wide range of myths and discover how and why mythologies and legends fulfill a human need.

General Objectives:

1. To become familiar with famous stories and names in world mythologies.
2. To gain a full understanding of the hierarchy of the gods and how they still symbolize their original positions in modern culture.
3. To show the references and effects of these mythologies in modern literature and societies.
4. To compare and contrast the myths and legends of different countries and times.
5. To compare the structure of the myth to structure in modern literature, especially in children's stories.
6. To discover man's need for myth, legend, and heroes in ancient and modern times.
7. To demonstrate one's knowledge of the above through written and oral work.

POETRY (2-4) 2½ CREDITS

Poetry
Profound, prophetic
Revealing, exciting, upsetting
Words, rhythm, rhyme, energy
Haunting, stirring, growing
Thoughtful, creative
Idea

General Objectives:

1. To evaluate the quality of a poem.
2. To understand what a poet is saying.
3. To appreciate the sound, focus, and structure of a poem.
4. To understand the conventions of poetry and their functions.
5. To understand that poetry and music are closely related.
6. To realize that poetry and music are means of expressing innermost hopes, dreams, and fears.
7. To discover how a poem reflects its time and culture.
8. To create poems and written responses to poems.
9. To enjoy reading, thinking, and talking about poems.

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THE REALITY OF DEATH (3-5) 2½ CREDITS

Life can have more meaning if you come to a personal understanding of man's mortality. Spiritual death and physical death have always been central literary themes. Discover how poets, playwrights, and novelists illustrate and comment on these common human experiences. Through individual research projects you can uncover such subjects as primitive ideas on death, various ways people attempt to avoid death, or the meaning of cryogenics.

General Objectives:

1. To discover how literature reflects the human condition.
2. To discover various views and beliefs on man's mortality and immortality.
3. To examine a major literary theme.
4. To study various forms of fiction and non-fiction.
5. To develop independent research skills.
6. To develop critical reading skills.
7. To improve writing and speaking skills.
8. To increase vocabulary, gain sensitivity to connotation and denotation, and understand the function of euphemism.

SATIRE AND COMEDY (3-5) 2½ CREDITS

Read samples of satire and comedy which reflect one method man has to cope with the inconsistencies of life. Note man's ability to laugh at his mistakes and shortcomings -- perhaps for the betterment of society as a whole. Write your own satirical works and comment on the writings of satirists.

General Objectives:

1. To clarify the meaning of satire and comedy.
2. To distinguish among the levels of comedy.
3. To distinguish between irony, wit, and sarcasm.
4. To show that a humorous comment or style can often hide a very serious message.
5. To become aware of human frailty and universal problems.
6. To create original satires and/or comment on noted satirists and their works.

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SCIENCE FICTION (1-3) 2½ CREDITS

What will tomorrow be like for us? Will man prevail in the universe? Will ESP and mental telepathy be our communication modes of tomorrow? Explore the universe and beyond through stories, plays, poems, films, and television programs which erase the time barrier of today and place you in the twilight zone of tomorrow. Here, fact and fiction merge to offer you bizarre and imaginative insights into what and whom tomorrow will bring. Make your own predictions for tomorrow's world through imaginative writing. Come explore the world of the unknown, the vast fringes of space, and the intricate workings of man's mind.

General Objectives:

1. To gain experience in using the imagination.
2. To analyze the imaginative speculation of science fiction authors.
3. To work together in small groups.
4. To develop effective oral communication skills through individual projects, small group and whole class discussion.
5. To develop basic writing skills.
6. To analyze how an author uses language to manipulate a reader.
7. To analyze the plausibility of science fiction literature.
8. To make predictions about the future.
9. To foster discussion of the latest scientific discoveries and their effect on the world of the future.
10. To foster the reading of science fiction for enjoyment and understanding.
11. To develop a positive attitude toward change in the future.
12. To read various types of literature.

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GROUP III: MISCELLANEOUS ELECTIVES

ACTING (1-5) — 2½ CREDITS

Do you enjoy acting? You WERE an actor, as a child. Through improvisation, mime, and concentrated scene work, you will explore your own creativity and the many different styles of theatre. Prepared in-class scene work and presentation of acting styles from Greek drama to the Theatre of the Absurd will be required, as well as a final acting scene, open for viewing to the school.

General Objectives:

1. To develop self-confidence through the use of theatre-games, improvisation, and mime.
2. To master stage jargon and processes, including lighting, costume, make-up, and to discover how these create appropriate moods for scripts.
3. To develop good enunciation, diction, projection, and effective body movement.
4. To learn effective methods of memorization through scene work.
5. To learn and apply the techniques of different styles of theatre, including Greek, Shakespearean, and modern in brief prepared scenes from typical period plays.
6. To study and imitate different dialects and accents common to oft-produced plays.
7. To differentiate between the stereotype and the individual, and to discover how a balanced blending of these is required for a "real" stage character.
8. To give and take constructive criticism on scenes, to take this criticism into account, and, with it in mind, to polish and re-present scenes.
9. To record all in and out-of-class experiences and thoughts relevant to the course in an informal acting journal to be checked and commented upon occasionally by the instructor.
10. To culminate knowledge gained in the course by presenting one final scene, minimum 15 minute duration, to be fully staged, polished, and open to the public.

COLLEGE BOARD REVIEW (3-5) — 2½ CREDITS

Panicked? Feel you need review? Help prepare yourself for your future college board examination. Emphasis will be placed on the testing situation and the types of questions appearing on the exams. Vocabulary, analogies, sentence completion, reading comprehension, and general understanding questions will be included. Books, magazines, and other reading habits will be suggested.

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COLLEGE BOARD REVIEW (continued)

General Objectives:

1. To prepare for the verbal SAT.
2. To become acclimated to the mental and physical demands of the examination.
3. To become aware of the different types of questions asked on college board exams.
4. To develop vocabulary and vocabulary skills.
5. To become familiar with analogies and logical thinking.
6. To increase reading comprehension.
7. To react to and deal with "General Understanding Questions."

ECOLOGY: LANGUAGE IN ACTION (1-5) 2½ CREDITS

Are you interested in learning more about your environment and in sharpening your communication skills? Become more sensitive to the Environmental Crisis through your reading and research on environmental issues. You will use books, magazines, films, newspapers, and people as sources for individual and group projects, reporting orally and in writing on the results of your research. You will learn the skills to explain yourself to the uninformed and defend yourself against the doubter. You can become a better advocate of saving the future of our world because you will have the environmental facts and the ability to communicate them.

General Objectives:

1. To become sensitive to the seriousness of the Environmental Crisis.
2. To demonstrate the interdependence of man and all life forms.
3. To understand what follies of man have brought this crisis.
4. To see the solution as language-oriented.
5. To apply language arts skills in effecting a solution.
6. To feel the pride of achievement because of proper use of language.
7. To develop critical reading and critical thinking.
8. To learn and practice research skills.
9. To learn how to communicate information, using a variety of media.

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INDEPENDENT STUDY (1-5) 2½ CREDITS

Do your own thing. Pursue learning on your own time and in your own way. You can work on a semester-length project in any area related to communication, whether in literature or in the non-print media. You will have weekly conferences with your advisor who will assist you in developing your project.

General Objectives:

1. To develop self-discipline and responsibility for one's own learning.
2. To provide for the study of subject matter not handled in the rest of the curriculum.
3. To provide an alternate kind of learning experience.

How do you get accepted into the I.S. program?
Just follow these five easy steps:

1. Define the subject or area of interest you wish to study.
2. Select an English teacher with whom you can work comfortably on an individual basis.
3. With the teacher's approval and advice, complete the application form. (See next page.)
4. Take the application to your parents or guardian and then to your counselor for their approval.
5. Return the application to your teacher-advisor who will secure the final approval of the Director of English.

Please note the following:

1. Any student considering I.S. must initially sign up for a second-choice elective. If he is not accepted for I.S. that semester, he will remain in the second-choice elective.
2. The applicant should submit his proposal at least two weeks prior to the beginning of the semester.
3. No proposals will be considered after the first two weeks of the semester.
4. No English teacher can advise more than two students at one time.
5. Define your subject or project as clearly as possible.
6. I.S. cannot replace the general requirement pertaining to Group I and Group II electives.
7. Under certain circumstances, I.S. can be elected more than once.
8. You can elect a pass/fail evaluation or receive a traditional grade.
9. Self-direction, dependability, conscientiousness, and sincerity are important factors in being accepted for I.S.
10. A student will be dropped from I.S. if he fails to work to the satisfaction of his teacher-advisor and the Director of English.

Note: Use the form on the following page when you apply for Independent Study.

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ENGLISH DEPARTMENT
WILMINGTON HIGH SCHOOL
WILMINGTON, MASSACHUSETTS

APPLICATION FOR

INDEPENDENT STUDY

Student's Name: _____ Date: _____

Year of Graduation: _____ Homeroom: _____

Teacher-Advisor: _____

Subject of Study: _____

_____

_____

Date of Study: _____

In addition to another elective? _____ Pass/Fail _____
In place of another elective? _____ Regular Grade _____

_____
Signature of Student

Note: Attach a detailed explanation of your subject of study, including the method or product for evaluation, and your general objectives. Confer with your teacher-advisor.

I have read and approve of this Independent Study proposal:

(1) _____ _____
Teacher-Advisor Date

(2) _____ _____
Parent or Guardian Date

(3) _____ _____
Counselor Date

(4) _____ _____
Director of English Date

Comments:

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INDIVIDUALIZED READING (1-5) 2½ CREDITS

Tired of the same old thing? Relax. Read books that interest you. Talk about them with others. Explore different types of books and readings. Activities will include projects, discussions, conferences, and written commentaries.

General Objectives:

1. To increase reading volume, type selection, and maturity level.
2. To develop an awareness of the purposes and goals for reading related to various kinds of books and magazines.
3. To discuss with the teacher on an informal basis the reading in progress.
4. To develop an understanding of the reading content, purpose, characterization, theme, and relevance of the material read.
5. To relate the above understandings to the rest of the group either in visual, oral, or in written form.

MASS COMMUNICATION (1-5) 2½ CREDITS

"Madison Avenue decides what you eat, drink, wear, and think" ... "Why are my favorite TV programs always cancelled?" ... "He's got a good TV image" ... "Did you hear? ... Life died." Here is an opportunity for you to react to the above statements concerning mass media. By studying the impact, influences, and components of a variety of media, you will come to grips with such issues as audience appeal, censorship, propaganda, TV ratings, and advertising ethics. Analyze TV programs and films and their effect on the mass audience. Using various methods and media, you will produce individual and group projects.

General Objectives:

1. To improve visual literacy.
2. To examine the meaning of mass communication.
3. To explore the various methods of analysis used in the different media.
4. To become aware of the use of persuasion and propaganda in the media.
5. To become aware of the role of mass media in society.
6. To examine significant problems using a variety of media.
7. To understand the process and elements of communication.
8. To improve writing, listening, and speaking skills through literature and the mass media.
9. To learn to distinguish between fact and opinion.
10. To develop respect for all people's opinions and to evaluate these opinions.

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MEDIA WORKSHOP (1-5) 2½ CREDITS

Here's your chance to explore, analyze, and produce your own photographs, films, TV programs, and other media presentations. (Now don't go crazy....It's not that simple). You'll study the basic concepts and techniques of each medium. You will learn to differentiate between the visual and aural effects of each medium. Using story boards and photographs you will develop skill in film and TV continuity, camera angle, fade-in, flashback and other media techniques. Using a variety of media, you will complete individual and small group projects.

General Objectives:

1. To become sensitive to the visual and aural world.
2. To expand media horizons.
3. To stimulate the creative powers.
4. To discriminate and make judgments concerning projects and methods of presentation.
5. To exercise ability in expository and creative writing.
6. To work independently.
7. To provide opportunity for discussion and to broaden language awareness.
8. To explore the basic techniques associated with various media.
9. To discuss and evaluate media projects in group seminar situations.

ORAL COMMUNICATION (1-5) 2½ CREDITS

Because so much of our language use is oral, it is important to understand the process. People often fail to express themselves successfully -- and never realize their mistakes. Correct these problems and learn much more. Group discussions, debates, and prepared speeches need never bother you again. Span the communication gap.

General Objectives:

1. To develop confidence and competence in relating verbally with others.
2. To use language orally in group discussions, debates, impromptu and prepared speeches, and interpretative readings.
3. To organize material for effective oral communication.
4. To evaluate speaking techniques.
5. To utilize proper word choice in relation to various audiences.
6. To learn the importance of inflection, expressions, and gestures.
7. To improve listening skills.
8. To think logically.

* * * * * * * *

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WILMINGTON HIGH SCHOOL

ENGLISH DEPARTMENT

MS. JOYCE ALDRICH

MS. CAROL CHIPMAN

MS. BETSY CRONIN

MR. RICHARD DULONG

MR. DAN GRECOE

MR. ROBERT HAMILTON

MS. KAREN HELLMER

MR. MATTHEW JOYCE

MS. MARY KENNEDY

MS. ROSEMARIE KOURE

MR. ROBERT MALAY

MS. SYLVIA MILANESE

MS. BARBARA MINDELL

MS. BEVERLY SHEA

MS. CATHY SYMONDS

MS. LORRAINE CLARK
Teacher Aide

MR. ROBERT P. ROMANO
Director of English (K-12)